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ABSTRACT

Mexican and American children in grades 1 through 3 in urban schools were administered the McDaniel-Piers Young Children's Self Concept Scale to compare their self concept scores. Comparisons were made within three socioeconomic levels by grade level and sex for each item on the scale. In comparing the results, four generalizations were inferred: (1) American children are more concerned about the appropriateness of their feelings and behavior; (2) Mexican children are more frequently concerned with meeting their parents' expectations; (3) Mexican girls, by grade 3, have found a role marked by certain aspects of maturity and acceptance; and (4) American children who are poor may suffer more adverse effects on self concept than their Mexican counterparts. The forty test items are presented in English and in Spanish, followed by a paragraph summarizing the responses to the item. (MH

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A COMPARISON OF MEXICAN AND UNITED STATES CHILDREN'S SELF-CONCEPT SCORES

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Summary

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This study compares responses of Mexican and United States children on a 40-item measure of self-concept. Children in grades 1 through 3 in six schools in Mexico City and in nine urban schools in the United States were administered the McDaniel-Piers Young Children's Self-Concept Scale. Comparisons were made within three socio-economic levels by grade level and sex of children for each item of the self-concept scale. Differences in the self-concepts of Mexican and United States children are discussed.

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Cross cultural comparisons of self-concept measures are exceedingly rare. A perusal of 450 of the most recent titles in the area of self-concept yielded by a computer search of Psychological Abstracts, Dissertation Abstracts, ERIC and Social Scisearch revealed only 4 cross-cultural studies of self-concept (Collazo, 1977; Nelson, 1978; Raghunan, 1977, Belendez & Melendez, 1977). In view of the early personality and culture tradition established by Ruth Benedict, Margaret Mead, Abram Kardiner and others, it is surprising that more cross cultural work with self-concept measures has not been initiated. The purpose of this study is to compare self-concept scores of urban Mexican and United States children. More specifically, responses to individual items will be examined to identify areas of self-concept which exhibit the most contrast between children in the two cultures.

Procedure

Instruments The McDaniel-Piers Young Children's Self-Concept Scale (McDaniel, et. al. 1973) is a downward extension of the well known Piers-Harris Children's Self Concept Scale

(Piers, 1969). The downward extension contains 40 items read orally by the teacher, for example, "I am often sad." The child responds "yes" or "no" on a special answer sheet. The test is appropriate for children in grades 1 through 3 and reliability coefficients at these grade levels range from .72 to .92. Factor analysis of the scale and correlations of children's scores with teacher ratings have been reported by McDaniel and Leddick (1978). The self-concept scale has been translated into Spanish by Bustamante, thus making cross-cultural comparisons possible.

Subjects Subjects for this study were drawn from six urban schools in Mexico City and from nine urban schools in the United States. The United States sample came from schools in Cleveland, Ohio; Witchita, Kansas; and Fort Worth, Texas. In both countries, schools were selected to represent the three socio-economic levels defined below.

Lower - schools serving inner city areas, neighborhoods containing distinctly sub-standard housing or large proportions of low income groups.

Middle - schools serving middle income groups engaged in skilled and semi-skilled labor, sales, and clerical work.

Upper - schools serving neighborhoods with relatively high proportions of professional, managerial, business owners and related occupational groups.

This procedure provided a total sample of 915 Mexican children and 762 children from the United States participating in the study. The breakdown by socio-economic level, grade, and sex is shown in Table 1.

Insert Table 1 About Here

Findings and Discussion

The percent of Mexican and United States children responding "yes" to each self-concept item is presented in the following tables. Results for lower socio-economic (SES) children are shown in Table 2, for middle SES children in Table 3 and for upper SES children in Table 4.

Insert Tables 2,3 & 4 About Here

In analyzing the data, 18 comparisons can be made for each self-concept item. Mexican-United States comparisons can be made within each sex at three grade levels within three socio-economic levels. This analysis examined the data for regularities across all of the 18 possible comparisons. Where consistent

patterns emerge, these patterns are reported. Where a particular comparison shows large differences, but the results appear inconsistent or do not contribute to a pattern or trend, no comments are made.

Using this procedure, we note the following general patterns in the data.

1. I am often sad.

¿Casi siempre estás triste?

At the first grade level, Mexican children answered "yes" to this item more frequently than did their United States counterparts. In the second and third grades, however, the United States children generally equaled or exceeded the number of Mexican children reporting that they frequently feel sad.

2. Meeting new people scares me.

¿Te asusta conocer a nuevas personas?

The data suggest that Mexican children may be a little more shy of new people at the first grade level, but that United States children become increasingly fearful of meeting new people up through grade 3. This trend is particularly noticeable among lower and middle SES children.

3. I am afraid when we have tests in school.

¿Te da miedo cuando te hacen pruebas en la escuela?

A similar trend is noticed regarding test anxiety in school. Mexican children tend to start school with more anxiety

over tests than their United States counterparts. By the third grade, however, most comparisons reveal test anxiety among United States children substantially above that of Mexican children. The trend is most pronounced at the upper socio-economic levels.

4. I am often blamed when something goes wrong.

¿Casi siempre te echan la culpa cuando pasa algo malo?

There are consistent trends suggesting that children in the United States are blamed more frequently when things go wrong than are Mexican children. This pattern starts early. Two thirds of the United States first grade girls from middle and upper SES groups feel that they are blamed when things go wrong compared to only one third of the comparable Mexican girls. At the third grade, the differences are not so large, but more United States children than Mexican children still feel that they are blamed when things go wrong.

5. I cause trouble to my family.

¿Le causas problemas a tus papás?

There appears to be little in the way of a consistent pattern of responses to this item. At the lower SES levels, after the first grade, more United States than Mexican children seem to feel that they are troublesome to their families. This pattern is seen again at the upper SES level among children in grade two. All other comparisons suggest that the United States

children feel about equal or even less troublesome than their Mexican counterparts.

6. I am strong.

¿Eres fuerte?

Generally, children in both cultures and at all grade levels consider themselves strong. At the second grade approximately 80% or more of the boys are answering "yes" to this item, and these percentages drop somewhat in grade 3. At the lower grade levels, more Mexican than United States girls feel that they are strong. At the third grade, however, more United States girls than Mexican girls report that they are strong.

7. I think up good things to do.

¿Inventas cosas buenas qué hacer?

Consistent differences favoring the U.S. children are observed on this item. At the first grade level the difference between the Mexican and the U.S. children is particularly noticeable among the girls.

8. I am an important member of my family.

¿Eres parte importante de tu familia?

At the first grade level, the U.S. children, particularly the girls in the middle and upper socio-economic levels, seem to feel that they are an important member of the family more frequently than their Mexican counterparts. By the second grade

and beyond, however, the Mexican children take a slight lead over the U.S. children on this dimension. In both cultures, most of the children from the second grade on (generally 80% or more) feel that they are important members of their families.

9. If I have a hard time doing something, I stop doing it.

¿Dejas de hacer algo si se te hace difícil?

At the first grade level, Mexican children at all socio-economic levels report less persistence at difficult tasks than do U.S. children. At the second grade level and beyond the trends are less clear. Upper SES Mexican children report more persistence than U.S. children at the second grade level, but not at the third. This pattern is roughly similar for middle class children. At the lower SES level, from the second grade on, Mexican children clearly report more persistence than do their U.S. counterparts.

10. I am good in my school work.

¿Eres bueno en tu trabajo de la escuela?

At the first grade level, children from the two cultures are almost identical in the way they view their school abilities with the exception of the upper SES U.S. pupils. For the upper SES group, first grade U.S. children have a higher proportion feeling good about their school work than do the Mexican children. By grade two, the trend is reversed somewhat and Mexican children at all SES levels show a very slight edge in feeling good about their school work. At the third grade level, no

class superiority in feelings about school work is evident, most students expressing favorable attitudes.

11. I do many bad things.

¿Haces muchas cosas malas?

There seem to be no consistent cross-cultural patterns associated with this item. Generally, fewer than one-third of the children in any classification in the study admit to doing many bad things. The one exception is U.S., third grade boys from disadvantaged or lower socio-economic levels. Among this group 54% respond "yes" to this item.

12. I behave well at home.

¿Te portas bien en tu casa?

Most children in all groups feel that they behave well at home. For most groups, 80% or more of the children responded "yes" to this item. Consistent cross-cultural patterns were not observed.

13. I am an important member of my class.

¿Eres alguien importante para tu grupo?

With the exception of the first grade, it appears that lower class children in Mexico more frequently feel that they are an important member of their school class than do lower class children in the U.S. At the middle SES level, there appears to be no substantial difference between Mexican and

U.S. children. At the upper SES level, children in the first grade in the U.S. more frequently feel that they are important class members, but after the first grade level there are no consistent differences.

14. I have pretty eyes.

¿Tienes bonitos ojos?

This is the first of four items asking direct questions about physical appearance. The responses point to interesting sex differences within each culture. Generally, U.S. girls, particularly at the middle and upper SES levels, are more ready to admit that they have nice looking eyes than are the U.S. males. In Mexico, however, the boys seem to feel that they have pretty eyes as frequently as do the girls, and at the upper SES level, the boys consistently outnumber the girls in admitting that they have pretty eyes. There are some indications that by the time third grade is reached, Mexican girls are less likely to report that they have pretty eyes than are the U.S. girls.

15. I am mean to the other children in my family.

¿Eres malo con tus hermanos?

At the first grade level, there is some evidence that more Mexican children than U.S. children agree with this statement. At the third grade level, however, few Mexican girls agree with this statement (about 10 percent) whereas a third of

the U.S. girls at the lower and middle SES levels answer "yes".

16. My friends like the things I think up.

¿A tus amigos les gustan las cosas que se te ocurren?

Differences between the Mexican and U.S. children appear to be slight on this item, but most of the differences suggest that U.S. children more frequently than Mexican children feel that their friends like the things they think up.

17. I often get into trouble.

¿Casi siempre te metes en problemas?

There appear to be cultural, grade level, SES and sex interactions influencing responses to this question. The highest percent of "yes" responses (67 percent) came from U.S., third grade, lower SES boys. Among corresponding Mexican boys, only 20 percent responded "yes". The U.S. children generally felt that they were in trouble more frequently than did Mexican children.

18. I am often upset.

¿Casi siempre estás enojado?

There appears to be a fairly consistent trend suggesting that a greater proportion of U.S. children than Mexican children are often upset. Third grade, Mexican girls have particularly low frequencies of "yes" responses to this item (6 to 17 percent) compared to the relatively large percentage of "yes" responses among the third grade, U.S. girls (39 to 42 percent).

19. I feel left out of things.

¿Sientes que no te toman en cuenta?

Approximately 50 percent of the U.S. boys and girls at the third grade level feel left out of things, a proportion comparable to the third grade middle class Mexican children, but in excess of the third grade Mexican children at the upper and lower SES levels who report feeling left out of things. At the lower grade levels, differences between the Mexican and U.S. children tend to be smaller and do not point to a consistent pattern.

20. I have nice hair.

¿Tienes bonito pelo?

Grade level differences within the Mexican sample are the most striking feature of responses to this question. At the second grade, particularly among middle class Mexican children, perception of one's self as having pretty hair reaches a peak. Among the middle class, Mexican children at this grade level, 90 percent of the boys and 100 percent of the girls responded that they have nice hair. The percent of U.S. children responding "yes" to this item was also high, but did not reach the level of "yes" responses revealed by the Mexican children. By grade 3, the proportion of Mexican children reporting that they have nice hair drops substantially with something over a third of the boys and more than half the girls among the Mexican middle and lower SES groups responding "yes" to this item.

The U.S. third grade students at these SES levels show more than 68 percent responding "yes" to this item.

21. I have a nice looking face.

¿Tu cara es bonita?

There are few substantial differences between children of the two cultures in their responses to this item. At the upper SES level, more Mexican second grade pupils answer "yes" to this item than did the corresponding U.S. group. At the lower SES level, more U.S. third grade pupils answered "yes" than did the corresponding Mexican group.

22. I am often mean to other people.

¿Casi siempre eres malo con los demás?

With one or two exceptions, fewer than 25 percent of the children in any group agree that they are mean to other people. By the third grade, very few Mexican girls see themselves as being mean to others (2 to 9 percent) whereas the U.S., third grade girls much more frequently see themselves as being mean to others. The percent responding "yes" among third grade U.S. girls ranges from 15 percent at the upper SES level to 32 percent at the lower SES level.

23. My classmates like the things I think up.

¿A tus compañeros les gustan las cosas que se te ocurren?

The content of this item is related closely to that of item 16.

As in that item, the differences between Mexican and U.S. children do not appear to be large. In contrast to item 16, however, the differences which do occur seem to favor the Mexican children. Particularly at the lower SES level, more of the Mexican children than the U.S. children feel that their classmates like their ideas.

24. I am good looking.

¿Eres guapo (o guapa)?

This is the last of four items dealing with physical appearance, and the pattern of responses here is similar to that exhibited by item 20 (I have nice hair). The number of Mexican children who say they are good looking drops sharply from grade 2 to grade 3. There tends to be a corresponding drop in the number of U.S. children from grade 2 to grade 3 who report that they are good looking, but the drop is not nearly so abrupt. Thus, at the third grade level, generally, more U.S. children than Mexican children are reporting that they are good looking.

25. I get into a lot of fights.

¿Te metes en muchos pleitos?

While there are some exceptions, the differences in responses to this item rather clearly indicate that the U.S. pupils feel that they get into fights more frequently than do their Mexican counterparts.

26. I am a good reader.

¿Lees muy bien?

The differences between the two cultures on this item are surprisingly small. The largest differences appear in comparisons of lower SES children. At this SES level, second grade girls and third grade boys in the U.S. are reporting less success in reading than are the corresponding groups of Mexican children.

27. I sometimes think of doing things that I know I shouldn't.

¿A veces piensas hacer cosas que sabes que no deberías hacer?

There are large and consistent differences in responses to this item. Without exception, more U.S. children than Mexican children feel that they think of doing things that they know they shouldn't.

28. My classmates make fun of me.

¿Tus compañeros se burlan de tí?

A consistent pattern of responses to this item appears only at the third grade level and is most pronounced for girls. A substantially larger proportion of U.S., third grade girls than Mexican girls feel that their classmates make fun of them.

29. It is hard for me to make friends.

¿Se te hace difícil hacer amigos?

With one or two exceptions, it would seem that the U.S.

children do not report difficulty making friends as frequently as do Mexican children. The largest differences occur among the boys at the first grade level.

30. I am among the last to be chosen for games.

Cuando van a jugar, ¿a tí te escogen hasta el último?

In general there are rather large and consistent differences on this question. Children in the U.S. report this problem much more frequently than do Mexican children. Being among the last to be chosen appears to be a particularly acute problem among U.S., second grade children from the lower SES level.

31. I am lucky.

¿Tienes suerte?

Most of the cross-cultural comparisons of responses to this item show essentially no differences in patterns of response. Some differences favoring Mexican children occur among first and second grade boys, and some differences favoring U.S. children occur among third grade, middle SES girls.

32. My parents think I should do better than I do.

¿Tus papás piensan que deberías hacer las cosas mejor de lo que las haces?

There are consistent differences almost throughout the tables indicating that Mexican children more than U.S. children feel that their parents think they should do better than they are doing.

33. I am happy.

¿Eres feliz?

Most comparisons of responses to this item reveal no cross-cultural differences of any great magnitude. At the lower SES levels, there is some suggestion that the Mexican children are responding "yes" to this item more frequently than are the U.S. children.

34. My family is disappointed in me.

¿Tus papás están desilusionados de tí?

For every comparison, the Mexican children more frequently agree with this statement than do the U.S. children. Feelings that children have disappointed their parents are less frequent at the third grade level than at the first, but even at the third grade 30 to 41 percent of the Mexican children feel that their parents are disappointed in them. The corresponding percentage for the third grade, U.S. students are 7 to 20 percent.

35. I wish I were different.

¿Te gustaría ser diferente?

Responses to this item show an interesting reversal. At the first grade level, more Mexican children than U.S. children wish they were different. By the time the third grade is reached, however, more U.S. children than Mexican children wish that they were different.

36. I am smart.

¿Eres listo?

Many of the cross-cultural comparisons of responses to this item revealed little differences between the Mexican and U.S. children. Where differences do occur, there is little in the way of an interpretable pattern.

37. I want my own way most of the time.

¿Casi siempre haces las cosas como a tí te gusta?

Almost all comparisons show consistent differences: More Mexican children apparently want to have things their way than do the U.S. children. At the third grade level, there is some evidence of a SES level interaction: Among Mexicans, it would appear that as the socio-economic level goes up, the percentage of children wanting to have things their way also goes up. For U.S. children, on the other hand, there is some evidence at the third grade level that as the socio-economic level goes down, an increasingly large percentage of children want to have their own way.

38. When I try to make something, everything seems to go wrong.

Cuando tratas de hacer algo, ¿todo te sale mal?

Almost without exception, more U.S. children than Mexican children feel that when they try to do something, things seem to go wrong.

39. I hate school.

¿Odias la escuela?

With the possible exception of children in the first grade, the pattern of responses to this item is pretty clear: A larger percentage of children dislike school in the U.S. than in Mexico.

40. I am always dropping or breaking things.

¿Siempre estás tirando o quebrando cosas?

Responses seem to reveal a pattern in Mexican girls which is reversed among U.S. girls. Whereas from 19 to 37 percent of the first grade girls in Mexico admit to dropping or breaking things, these percentages drop to 2 to 11 percent by the second grade and remain low in the third grade. By contrast, U.S. first grade girls do not seem overly concerned about breaking things at the first grade level (with the exception of girls in the lower SES group) but by the time they reach third grade, 24 to 32 percent of the girls are agreeing with this item.

In summarizing these findings, four generalizations seem warranted:

1. United States children, compared to Mexican children, are more frequently concerned about the appropriateness of their feelings and behavior. More United States children than Mexican children report that they are blamed when things go wrong, often get into trouble, feel upset, get into a lot of fights, think of doing things they shouldn't, find that things often go wrong, are last to be chosen for games, are fearful about tests, don't like school, feel sad, and wish they were different.

2. Mexican children, compared to United States children, are more frequently concerned with meeting the expectations of their parents. More Mexican children than United States children report feeling that their parents think they should do better than they do, and that their family is disappointed in them. Mexican children also report wanting to have their own way most of the time.

3. Mexican girls, compared to United States girls, by the time they have reached the third grade seem to have settled into a role marked by certain aspects of maturity and acceptance. Compared to United States girls, Mexican girls at this grade level less frequently report being afraid of meeting new people, being mean to other children in their family, being upset, being mean to other people, being made

fun of by their classmates, feeling that things go wrong or that they are always dropping and breaking things. On the other hand, Mexican girls less frequently report that they have good ideas, are strong, or have attractive physical features.

4. There is some evidence which suggests that being poor in the United States may have more adverse effects on self-concept than being poor in Mexico. At the lower socio-economic level, more United States than Mexican children report that they cause trouble to their family, do many bad things, often get into trouble, and are the last to be chosen for games. They are less likely than Mexican children to report that classmates like their ideas or that they are important members of their class.

TABLE 1

NUMBER OF STUDENTS BY SOCIO-ECONOMIC LEVEL,

GRADE AND SEX

	Grade 1				Grade 2				Grade 3			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.
Lower	55	40	46	38	51	37	45	42	46	46	47	36
Middle	50	39	57	38	60	39	45	39	44	44	54	41
Upper	54	56	54	50	56	53	52	53	45	30	54	41

TABLE 2

PERCENT OF CHILDREN ANSWERING "YES" TO EACH SELF-CONCEPT ITEM
LOWER SOCIO-ECONOMIC LEVEL

Item	Grade 1				Grade 2				Grade 3			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.
1	44	20	41	24	28	43	29	36	17	30	23	39
2	55	30	39	32	28	41	22	31	20	50	9	42
3	26	20	22	26	12	30	29	21	11	35	26	31
4	47	60	48	55	37	60	44	64	50	70	38	69
5	44	13	24	32	10	38	9	29	15	24	6	19
6	70	70	65	53	80	87	60	33	63	67	49	58
7	71	88	57	82	65	70	62	79	70	83	79	89
8	67	70	76	76	78	65	86	71	91	83	85	72
9	49	33	44	34	16	35	18	50	17	44	13	31
10	82	85	83	82	86	73	98	74	84	57	83	75
11	27	25	22	13	14	22	13	26	9	54	11	28
12	82	85	76	87	96	81	89	71	98	74	92	83
13	67	65	52	66	78	62	82	62	72	57	81	64
14	89	85	91	84	78	76	78	71	65	57	60	89
15	29	18	24	18	16	32	16	19	15	26	11	36
16	62	73	59	80	63	57	56	60	57	72	62	64
17	42	20	35	13	18	38	22	19	20	67	11	36
18	35	28	30	47	16	41	27	38	22	30	9	39
19	40	40	41	66	47	35	50	38	20	50	38	53
20	78	70	83	82	71	81	71	76	37	72	53	81
21	78	85	65	82	71	68	78	71	70	74	60	61
22	27	15	26	13	12	32	13	12	2	26	2	28
23	58	65	65	66	71	57	73	55	46	48	62	47
24	58	83	65	76	67	73	71	79	41	57	38	67
25	44	33	24	29	26	38	18	10	20	52	9	47
26	75	63	78	79	88	84	91	67	78	57	79	89
27	38	45	24	50	18	46	18	48	20	63	28	50
28	38	30	44	37	18	43	36	31	28	37	17	42
29	62	30	52	42	49	43	46	45	37	26	26	39
30	42	45	50	42	33	60	38	67	28	48	19	47
31	86	75	76	74	88	70	82	81	76	72	64	69
32	76	58	78	55	82	76	80	76	89	76	83	61
33	80	73	76	87	90	70	82	88	94	80	96	78
34	47	30	54	24	41	35	31	21	37	20	21	14
35	53	55	54	42	41	49	22	62	39	63	34	53
36	82	70	89	84	82	81	96	74	91	61	77	81
37	55	50	76	45	63	49	71	48	57	52	54	50
38	36	45	32	53	22	41	27	48	20	72	17	67
39	29	25	17	40	22	54	11	24	2	24	11	28
40	36	18	37	29	12	19	11	33	11	35	2	31

TABLE 3

PERCENT OF CHILDREN ANSWERING "YES" TO EACH SELF-CONCEPT ITEM
MIDDLE SOCIO-ECONOMIC LEVEL

Item	Grade 1				Grade 2				Grade 3			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.
1	38	26	42	32	27	21	31	33	21	21	11	29
2	32	36	33	24	37	23	36	21	9	43	9	46
3	32	15	24	16	22	13	13	15	25	34	33	32
4	42	77	36	76	45	56	29	62	55	61	44	66
5	28	21	18	11	23	13	16	18	23	30	17	20
6	70	77	63	58	78	82	78	54	36	82	35	51
7	58	74	54	82	72	92	87	90	46	84	63	78
8	64	77	54	71	87	92	89	85	80	64	89	81
9	44	23	47	42	31	18	22	18	21	36	26	34
10	78	72	79	79	92	80	89	90	57	75	80	81
11	22	36	20	16	18	15	7	13	25	25	30	29
12	88	62	95	90	88	87	91	95	66	75	83	73
13	78	63	63	71	83	74	78	82	57	61	69	63
14	84	69	90	79	85	64	98	97	41	73	61	88
15	26	15	12	16	10	13	13	8	23	21	9	34
16	66	51	58	66	68	82	76	90	57	71	57	46
17	38	44	20	37	22	18	13	21	30	41	15	51
18	20	51	39	34	37	23	27	31	27	30	17	39
19	66	44	49	42	32	33	42	33	50	50	59	46
20	70	54	79	82	90	72	100	95	34	68	57	76
21	82	72	79	74	95	87	91	90	46	61	61	81
22	14	21	19	16	22	21	16	10	23	25	9	32
23	62	62	51	40	78	69	82	85	52	41	46	37
24	54	67	79	58	75	72	82	92	36	80	52	73
25	42	72	27	34	32	36	14	18	32	48	20	32
26	78	92	83	82	80	92	87	87	77	80	72	81
27	26	51	26	34	28	49	24	33	48	59	35	56
28	22	26	28	29	23	23	24	28	36	39	30	42
29	64	46	46	40	45	23	33	26	27	32	35	22
30	32	54	37	47	38	49	29	49	30	55	28	37
31	78	54	74	71	80	82	89	90	55	75	67	78
32	82	77	72	68	80	64	84	54	77	71	82	76
33	72	62	81	76	88	95	91	95	77	77	85	78
34	36	33	30	21	30	15	42	21	30	18	41	15
35	58	46	60	26	48	31	51	31	32	55	24	59
36	80	67	70	74	77	92	82	82	55	82	72	63
37	64	41	49	26	55	56	73	41	55	41	63	46
38	30	56	25	63	20	33	33	18	34	50	41	68
39	22	28	21	8	30	28	27	15	9	43	13	32
40	32	33	21	18	18	10	11	23	23	36	15	32

TABLE 4

PERCENT OF CHILDREN ANSWERING "YES" TO EACH SELF-CONCEPT ITEM
UPPER SOCIO-ECONOMIC LEVEL

Item	Grade 1				Grade 2				Grade 3			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.	Mexican	U.S.
1	54	39	56	32	2	51	17	30	38	13	22	20
2	44	43	39	36	22	32	29	24	27	17	15	42
3	35	18	44	16	15	21	12	33	18	30	7	44
4	54	57	37	68	33	68	29	39	58	63	43	59
5	37	27	43	26	6	23	8	30	20	10	13	15
6	70	82	56	60	93	79	65	55	53	77	44	73
7	70	86	67	94	62	83	64	88	69	70	69	83
8	76	84	57	90	73	77	81	85	87	87	82	88
9	56	34	52	28	13	32	14	21	33	10	35	17
10	70	93	72	90	95	59	94	85	82	80	93	83
11	28	14	33	12	4	17	10	12	18	17	9	10
12	80	95	70	96	91	77	87	91	80	83	91	85
13	57	84	56	80	58	76	62	64	71	67	57	78
14	72	82	65	88	91	55	81	76	78	60	69	76
15	28	9	43	6	11	11	8	12	22	13	9	15
16	63	75	56	68	64	72	50	82	49	63	69	68
17	37	30	41	22	4	40	4	33	40	23	22	24
18	43	34	24	40	18	42	12	55	22	17	6	42
19	46	36	48	54	31	49	31	36	27	47	35	54
20	76	71	67	80	78	62	83	73	64	57	69	71
21	82	91	85	88	82	60	81	64	64	50	63	61
22	20	11	17	12	4	23	6	15	18	10	7	15
23	68	68	74	68	59	62	42	64	53	47	59	59
24	72	88	63	78	68	72	79	64	58	60	63	54
25	24	38	35	24	16	36	4	33	27	43	24	27
26	78	88	69	78	75	77	89	85	82	80	76	81
27	37	39	41	42	27	55	12	67	13	47	15	51
28	52	36	32	48	29	34	27	24	16	37	2	49
29	48	29	63	58	41	43	25	30	29	13	43	29
30	50	39	41	52	16	47	8	15	18	47	13	49
31	76	80	74	86	84	70	81	88	84	83	78	78
32	70	63	63	66	73	70	85	61	93	63	80	46
33	85	84	82	88	84	81	90	94	91	80	96	90
34	48	18	48	24	29	23	12	6	38	17	30	7
35	52	39	59	30	33	26	35	42	27	47	20	39
36	82	84	72	78	84	74	89	79	73	67	89	85
37	69	39	72	32	73	32	78	42	67	37	76	32
38	46	41	32	50	14	55	6	42	20	67	15	59
39	39	18	39	18	13	36	10	15	2	57	4	24
40	30	16	19	14	7	34	2	24	18	10	4	24

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